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THE MENTAL IMAGERY OF THE BLIND

At the last meeting of the American Psychological Association Miss Fernald reported the results of her tests of mental imagery on two blind university students. Her conclusion (PSYHCOLOGICAL BULLETIN, X., 63) was: "So far as these two subjects were concerned, therefore, it appears that a decided positive emphasis on tactual sensory experiences during adult life was not effective in stimulating tactual imagery for the subject who was able to translate these into visual terms, while the subject who had no such resource used tactual imagery with readiness and success." Last year I had occasion to apply the form board test to a number of totally blind children. The results are of interest in connection with those secured by Miss Fernald, although it must be remembered that we used different tests and that my subjects were entirely unpracticed.

In the form board test, the child first explored the board with his hands, examining every recess and handling its corresponding block. He was then given three trials at taking the blocks from a pile and putting them into their recesses. Each trial was timed and a record taken of the number of errors or attempts at fitting blocks into wrong recesses. The results for the shortest of the three trials were as follows:

	Number of Individuals.	Average Age.	Average Time in Seconds.	Average Number of Errors.
Blind from birth	31	13	69	4.3
Vision lost before the age of three	32	15	52	3.8
Vision lost after the age of three	22	14	39	1.4

The table shows that the three groups were not equally successful in performing the test. The averages for those blind from birth were 69 seconds and 4.3 errors; for those who had lost vision before the age of three, 52 seconds and 3.8 errors; and for those who had lost vision after the age of three, 39 seconds and 1.4 errors. In other words, those who had had no visual experience at all showed the least ability, and the longer a subject had retained his vision the more successful he was in the test. From this one may conclude that they were assisted by the experience gained during their seeing life; that is, the success of the second and the third groups was due to something that remained from their visual experience. My conclusions, therefore, are: (1) those who have had visual experience retain their visual imagery and are assisted by it in the interpretation of their tactile

impressions; and (2) tactual imagery, even in those who have no other resource, is not as effective as a combination of tactual and visual imagery. The first agrees with Miss Fernald's conclusion, but the second restricts it to some extent.

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BOOKS RECEIVED DURING APRIL

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Máday, S. von. *Psychologie des Pferdes und der Dressur.* Berlin: Paul Parey, 1912. Pp. ix + 349. M. 8 geb.

Myers, G. C. *A Study in Incidental Memory.* (No. 26 of Archives of Psychology.) New York: The Science Press, 1913. Pp. 108.

Campbell, P. A. *The Game of Mind. A Study in Psychological Disillusionment.* New York: Baker and Taylor Co., 1913. 75 cents.

Piat, C. *La personne humaine.* Paris: Alcan, 1913. Pp. xv + 404.

Luquet, G.-H. *Les dessins d'un enfant. Étude psychologique.* Paris: Alcan, 1913. Pp. xxvi + 262. Pl. 150.

Hug-Hellmuth, H. von. *Aus dem Seelenleben des Kindes. Eine psychoanalytische Studie.* Leipzig u. Wien: Franz Deuticke, 1913. Pp. xi + 170.

Binet, A., and Simon, Th. *A Method of Measuring the Development of the Intelligence of Young Children.* 2d ed. (Trans. by Clara H. Town.) Chicago: Chicago Medical Book Co., 1913. Pp. 82.

The Modern Treatment of Nervous and Mental Diseases, Vol. I. By American and British authors. Edited by W. A. White and S. E. Jelliffe. Philadelphia and New York: Lea and Febiger, 1913. $6.00 net.

NOTES AND NEWS

Tenth Annual Conference of Experimental Psychologists.[1]—The annual Conference of Experimental Psychologists was held in the psychological laboratory of Fisk Hall, Wesleyan University, from Thursday afternoon to Saturday noon, April 10th to 12th. About

[1] This note has been kindly furnished by Professor W. V. Bingham.